

OUR EDUCATIONAL PAGE.

Devoted to the Interests of the Schools, Teachers and Children of Virginia.

The School and The Public Library

By PROF. J. C. METCALF, Richmond College.

In most of the villages and towns of New England one will find the public library as an auxiliary to the local school. This is true also in many village communities of the middle and Western States. The average public-spirited citizen seems to feel that text-books alone, even when supplemented by a fairly good school library, do not sufficiently meet modern educational demand. Such a public sentiment as this is, of course, the result of much labor on the part of local educators to bring parents to their own point of view on secondary schools and their needs. Indeed, the "newer education" so-called differs essentially from the older in this respect, that the boy and girl in the secondary school are expected to touch extra-academic thought and action at many vital points. This touch, which amounts to a sort of vicarious experience, is best realized in a local public library supplied with standard literary essays, fiction—and with some of the best magazines and newspapers.

It can hardly be expected that the school itself will furnish all this; nor can the average family give the children such advantages. Moreover, it would appear to be best, for the purpose of stimulating local pride and uniting the community in cultural endeavor, to have a book-center where old and young might meet each other on common ground. Real education to-day depends a good deal on such personal attrition; for it is now quite commonplace to say that the end of education is good citizenship through enlightened heart and head.

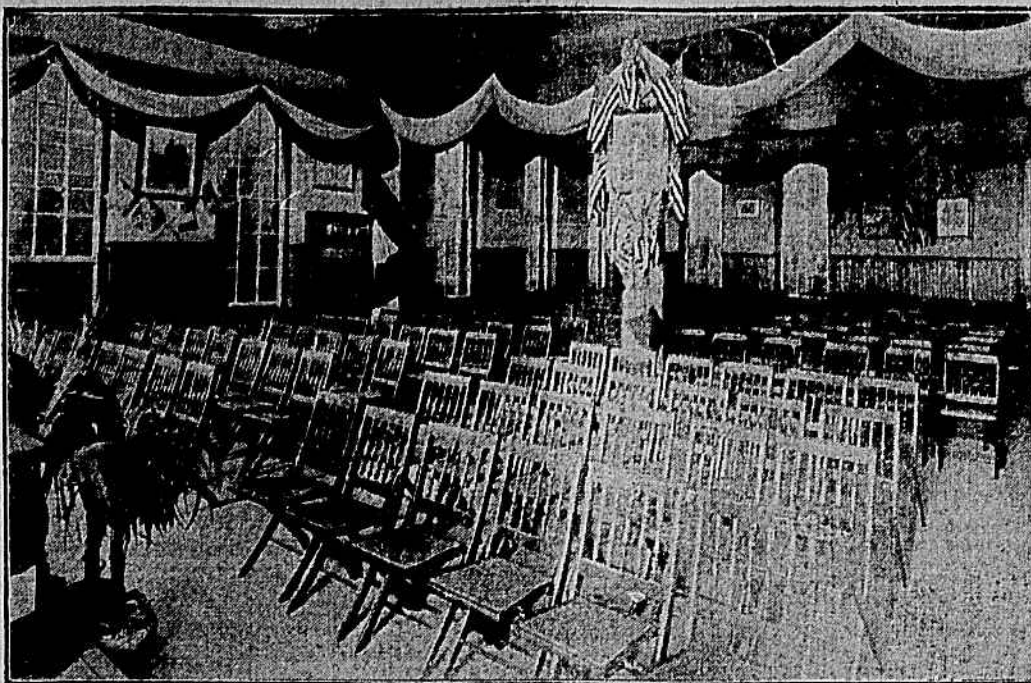
The practical question, therefore, here in Virginia is: How may these community libraries be established? The State Library has, for some time, upon certain liberal conditions, been furnishing a

number of communities with traveling libraries—a plan which, it is understood, has worked admirably, and which deservedly grows in popularity. It seems to me, however, that the recently organized Virginia Library Association has hit upon a better method of encouraging the union of school and community in the matter of a library. The Executive Committee of the Association proposes to appoint a representative in each county whose business it shall be to keep in touch with the library interests of his or her county. Now, it is expected that this library representative will arouse such interest in libraries in various communities of his county that the citizens will desire a public library. In such an event, the Virginia Library Association will offer to give the sum of one hundred dollars to the citizens of any community who shall themselves raise an equal sum for the purpose of establishing a local library.

The Library Association, looks, of course, to the local school for the initiative in this matter. The need of wider opportunities for general reading by pupils must be felt by all wide-awake teachers, particularly by teachers of English in our secondary schools, whether public or private. Certainly the colleges in the State feel the lack of these opportunities in the high-schools and academies; and as entrance requirements come to be more rigidly enforced by the colleges, the need of good local libraries must be increasingly apparent. This offer of the State Library Association to give one hundred dollars to aid the local library seems at present the most direct method of encouraging the school to unite with the citizenship in promoting community interest in the spread of the library habit among our people.

J. C. METCALF,
Richmond College.

GREAT IMPROVEMENT MADE IN THE BERRYVILLE HIGH SCHOOL



ASSEMBLY HALL.

(By Prof. W. D. Wolf, Berryville, Va.)

The above cuts represent some of the improvements that have been made through the efforts of the teachers and friends, in the Berryville High School, Berryville, Clark county, Va. The building itself is about six years old, and contains six class rooms and an assembly hall. In view of the fact that its two predecessors had been burned, the School Board found itself considerably in debt, and hence it was unable to furnish the assembly hall or to give other needed improvements.

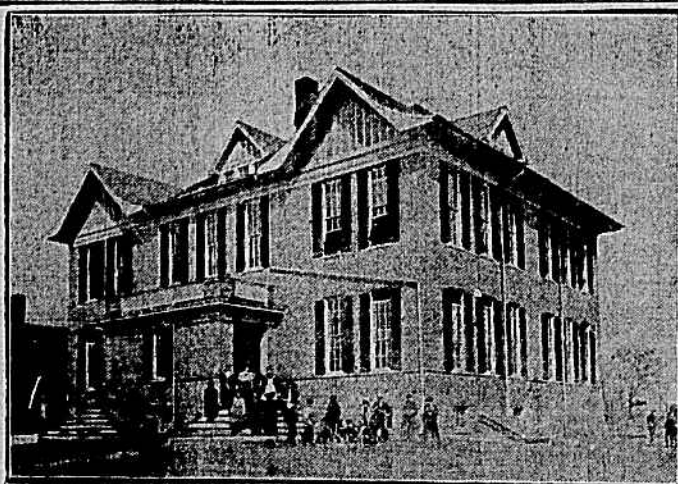
A little over a year ago and shortly after the present principal took charge of the school, a movement was started by the teachers to establish a library. On Feb. 22, 1905, a book reception was held, to which invitations were sent, requesting the recipients to be present and to bring a book. A short program was rendered, and over 50 books were received, the large majority of which were of an unusually high order. A Library Association was then formed, to which any pupil can belong by the payment of one cent a month and any outsider by the payment of five cents a month. By funds thus raised and by additional contributions the number of volumes was increased to 300 by the end of the year.

So encouraged were the teachers by the generous support thus given them that they at once commenced to plan for the furnishing of the assembly hall. At a suggestion made by the editor of the "Clarke Courier" to Prof. Wolf, a subscription for the purchase of chairs for the High School Auditorium was started in the columns of that paper. In this way and by the proceeds from a baseball game, over \$70 was raised. Last fall the teachers took the matter up, and by private subscriptions brought the total to \$100. With this sum 200 chairs and a few pictures were purchased for the assembly hall, which was formally opened to the public on Feb. 22, 1906.

I sincerely hope that the Times-Dispatch will be secured and read by every teacher in the State.

JAMES ASHBY.

March 6, 1906.



THE BERRYVILLE HIGH SCHOOL.

At that time and before an audience that completely filled the large assembly hall, a number being unable to secure admission, the following program was carried out:

Chorus—"Praise the Lord." The School Prayer, Rev. D. H. Scammon. Announcements and Reports of Library Association. Prof. Wolf, Presentation of Chairs, on behalf of contributors, Rev. Julian Broadbent, D. D. Acceptance of Chairs, on behalf of Board of Trustees, Hon. Blackburn Smith, Address, Dr. Bruce R. Payne, Chorus, "America." The School, Brief Remarks, Prof. Chas. G. Maples, Instrumental Music, Miss McGuire, Brief Remarks, Supt. M. M. Lynch, of Frederick county, Brief Remarks, Supt. C. G. Massey, of Clarke county. Chorus "Dixie." The School.

From every standpoint the affair was a pronounced success, and too much praise cannot be given the teachers for their untiring zeal. Every one was

pleased with the splendid address and agreeably surprised at the appearance of the hall. The report of the Library Association showed that 48 volumes had been taken out during the year, and that a sectional bookcase had been purchased for a part of the books. The additional contributions to the library brought the total number of volumes up to 400. At the conclusion of the exercises, Prof. Wolf, extended an invitation to all to go through the school rooms and to inspect the daily work, which had been conveniently and admirably arranged for that purpose.

In addition to the above improvements a number of wall maps have been added during the last two years, and the sum of \$75 is now on hand for the purchase of a piano, which shows that the teachers are determined not to be satisfied with the present attainments but are going to press on towards even greater results. May their aspirations be fully realized.

High School Development at Onancock On the Eastern Shore

By Supt. G. G. JOYNES, of Accomack.

The town of Onancock had for many years enjoyed good educational advantages. A first-class private academy, under the efficient management of Mr. Frank S. Brent, now secretary of the State Board of Education, and a good graded public school doing more or less high school work. From 1876 to 1900 the town had the advantages of these two schools, and in the meantime the Margaret Academy, an Eastern Shore institution of ante-bellum reputation, was merged into Professor Brent's academy.

A public meeting in the town hall and petitioned the Legislature to make Onancock into a separate school district. This was accomplished by the aid of Hon. S. W. Matthews and Senator George W. LeCato, who at that time represented this county at Richmond. The town council appointed Robert L. Hopkins, W. W. Neek and William M. Scott, staunch friends of better public schools, as trustees. These gentlemen elected the writer principal and started out to establish a first-class rural high school. With no

could shake it. It issued a prospectus of the new school, which contained a uniform graded course of study. The principal then in person called on all the patrons for a voluntary subscription. In order to employ an extra teacher, and also to extend the school term. The patrons met the effort and subscribed some as low as \$2.50 and from that up to \$50 each. The best teachers for the salary were employed, and the school was launched for a seven-month term. The charge for high school department to



ONANCOCK HIGH SCHOOL AT WEST VIEW.

This school was purchased, remodeled and thoroughly equipped during the summer of 1905.

Besides these, Miss Tyler, an educator of rare ability, established and maintained a fine school for girls for some years, and a primary private school by Mrs. M. C. Leatherbury was well cared for. During this period to 1900, the town of Onancock was a part of Lee school district, and the length of term for the graded public school was from five to five and one-half months. Of course, this necessarily crippled the results of public school education. In April, 1900, the friends of better public schools and longer terms held a

small proportion of influential citizens in sympathy with the Margaret Academy, with one mill for district tax—about \$800—and one mill county tax—about \$800—total county fund, by special act of Legislature, was to remain in the town for school purposes, together with its proportion of grand staff and literary funds, was all the money in sight to operate on. However, the school board was determined to give the town an independent public school, and put down a foundation in such a level-headed, business-like way, that no adverse criticism

pupils from other districts was \$1.50 per month. In spite of many drawbacks, the school gained favor from the start. The year following the principal was made county superintendent, and the school board elected M. G. Parrow, of Washington and Lee University, principal, and added another teacher. Under the splendid management of the new principal the school gained many friends. The tuition fees for outside pupils amounted to nearly \$400, and the town council, recognizing the merit of the school and its great usefulness to the material, as

In my own experience as a teacher my thoughts frequently revert to a little formula on mechanics which, I think, if rightly apprehended and honestly applied by teacher and pupil alike, will do more to crown their joint endeavors with success than will the application of any, or all, of the pedagogical methods that the so-called experts in teaching have ever devised.

And, more; there is scarcely a principle outside of inspired teaching which, if made the basis of action, will do more to dignify the religious, moral and intellectual life of man than the one to which I advert, and to which it is the purpose of this brief address to direct your attention. The formula is:

$W = R \times S$,
and the principle that it symbolizes is, "all work (W) is measured by (R) the product of the resistance (R) overcome by the space (S) through which this resistance is overcome."

Now this address—or, better, talk—is not to be mathematical, but to an intelligent understanding of the principle let us at the outset understand its mechanical significance, and then we may readily understand its importance from a higher point of view.

I raise a weight from the floor: I do a certain amount of work. The work I do depends, obviously, upon the weight I raise (resistance overcome) as well as the distance through which I raise it (space overcome). If, therefore, I assume one pound raised through one foot as a unit for measuring work, the above formula will always give the amount of work done in any given case in terms of this unit, and will enable us further to compare work with work. Thus I raise 10 pounds through 10 feet, then
Work done = 40 lbs. \times 10 ft. = 100 ft. lbs.
Again, I raise 5 pounds through 10 feet, then
Work done = 5 lbs. \times 10 ft. = 50 ft. lbs.

The work done in the first case is 100 ft. lbs. \div 2 = 50 ft. lbs. in other words, as much work is done in the first case as is done in the second case. So much for the mechanical point of view.

Now is it not true that you and I in our labors as teachers consider too little the resistance element that enters as an essential factor in all the work we do? Let us consider this a moment. A scholar has a four page lesson to prepare from a text; he reads it over, as too frequently occurs, without overcoming any of the resistance offered by the author's elements to his understanding. Does he do work? Let us apply our formula and see. By condition the resistance (R) = 0, and the space (S) = 4. Therefore,
Work done = $R \times S$
= 0×4
= 0

No, no work is done, and yet the pupil tells us he has studied the lesson; and not a pupil injured by such a process? And, if the habit becomes fixed, is he not mentally ruined? Is it not better to read one line understandingly than to read one hundred lines with no apprehension of the meaning they convey? In the first case some work is done; in the second, none whatever. From the standpoint of mental growth a pupil would be better employed in reading yellow back novels, pernicious as they may be from a moral point of view. Here, at least, he might get an idea that would exercise his mind and thus avoid the inattention attendant upon his non-use.

The overcoming of resistance is the daily duty of man—the work of life. We who have reached maturer years know that the hardest work is that which we have ever done has been the work done in overcoming the resistances which our own inclinations offer to our well doing—the overcoming of self—the process of character building. "The good I would I do not, and the evil I would not that I do." Why? Simply because we have not overcome the resistance offered by our evil propensities; and just in proportion as we do overcome these resistances do we measure up to the true work and duty of life.

It is your high privilege, my friends, as it is one of your highest duties, to fix the habit of overcoming resistances in the pupils committed to your care, for the process of overcoming or mastering the difficulties of assigned tasks is but another name and a better name, for the process called education. And here let me say, my friends, that we have not overcome the resistance offered by our evil propensities; and just in proportion as we do overcome these resistances do we measure up to the true work and duty of life.

It is your high privilege, my friends, as it is one of your highest duties, to fix the habit of overcoming resistances in the pupils committed to your care, for the process of overcoming or mastering the difficulties of assigned tasks is but another name and a better name, for the process called education. And here let me say, my friends, that we have not overcome the resistance offered by our evil propensities; and just in proportion as we do overcome these resistances do we measure up to the true work and duty of life.

well as educational interests of the town, appropriated \$300 for its maintenance. Superintendent E. C. Glass, of Lynchburg, called Mr. Parrow to the Lynchburg High School, and our work received a temporary setback. However, in the following fall the trustees found an able successor of Mr. Parrow in the person of E. C. Sydenstricker, also of Washington and Lee University. Under his efficient management the patronage increased yearly, another teacher was added, a department of music also added, and, from excess of fees and tuition, the salary of this department, two Stieff pianos were purchased to be the property of the school. Outside patronage continued to increase in the high school department, the curriculum of the school was approved, and the school was accredited by the Southern Association of Colleges and Universities. Pupils began to remain in school to complete the high school course. In 1904 we graduated the first class of pupils ever given a high school diploma on the Eastern Shore of Virginia. In 1905 the second class graduated. These graduates were received by some of the best colleges and universities of the South, and have acquitted themselves well.

One retains, the other gives forth. What we need in this world is only as much knowledge as our mental organization, properly trained and developed, will enable us to assimilate and organize into a basis for action; give us more, and it may become injurious. There are people who are as heavy from undigested learning as others are from an overfulness of meat and drink.

To develop mental power, then, should be our aim, and to this end mental discipline and mental exercise are the prime essentials. And how are we to accomplish this? I answer, by work. Work on the part of the teacher—work on the part of the pupil—and especially, by work on the part of the teacher to make the pupil work. And let us remember that work in every department of life consists in overcoming resistance, and is measured in every instance—in the school room, in the counting room, on the bench and at the bar—by the simple formula to which I have adverted. And let us not forget another very important fact which our formula teaches, and that is, that resistances can only be overcome through space; and hence if the resistance factor is looked after the space factor will always be done. In other words, upon your pupils reading understandingly. Be satisfied with nothing less than thoroughness, although this requirement may necessitate the reduction of lessons of pages to lessons of lines. The space factor is an invariant, but in time—and it will not be long, but it can be, will be, lengthened. Knowledge is secondary; the ACQUISITION of knowledge is primary in all undergraduate work. It is the high office of Education to strengthen and improve the instrument with which the student must intellect itself; to expand its powers; to enlarge its grasp—to sharpen its perceptions.

Permit me a few words as to the three elements which, in my judgment, go to make a successful teacher:

1. A loving interest in the welfare of the pupils committed to his care. A teacher without this interest is woefully unfit for his assumed vocation, and will, at best, but distantly approximate the best results. The average pupil, as with the average man, will do more for one he loves and who loves him for the sake of that love than he will be induced to do for mere sake of self, and he must have.

2. Enthusiasm born of an appreciation of the dignity and responsibility of his calling. The pupil expects, there is no platform from which a man can give a more better influence than that of the teacher. The young come to you at the impressionable and formative period of life, and should leave you with a fixed bias, both of mind and character, for that makes for good. And he must have, that makes for good.

3. Patience. This is a very important requisite—in successful teaching. Be patient with the plodding—and all are plodding—the difference between pupils in this respect being only one of degree. The so-called good scholar may be bright, but the slow scholar is the young man, the standard of comparison, but it more frequently happens he has the genius of application more largely developed than his fellows. The average young person has very little mind, and the younger he is the less he has. Yours it is to take the slow scholar to you, to dig about it, to fertilize it and thus to make it grow.

Dr. Arnold, of Rugby, the most successful teacher of his day, whose name even in these later days is a synonym for the model teacher, relates the following experience. One occasion, in my early career, I was very much annoyed by the failure of a boy to construe his Latin prose correctly. The failure had been often repeated, and I felt justified in berating him severely before his class for his apparent neglect. After the class was dismissed, the young man remained. He came to my desk, and looking me squarely in the face, said, "Dr. Arnold, you have been unjust to me; you have no right to speak to me as you have done. I have honestly tried to do the tasks assigned me. I have as it is one of your highest duties, to fix the habit of overcoming resistances in the pupils committed to your care, for the process of overcoming or mastering the difficulties of assigned tasks is but another name and a better name, for the process called education. And here let me say, my friends, that we have not overcome the resistance offered by our evil propensities; and just in proportion as we do overcome these resistances do we measure up to the true work and duty of life."

A final word. The young committed to our care are as pieces of refractory clay in the hands of a potter, and this, spiritually, morally, mentally. It largely depends upon you—upon me—whether or not these pieces of clay are moulded into vessels of honor or into vessels of dishonor. Our calling is high. Let us measure up to its responsibilities—to its duties. And, besides the satisfaction that proceeds from a consciousness of duty done, let us be performed—than which earth offers no more noble—by the work we will be those to rise up in the after years who, with a grateful appreciation of the benevolences and benefactions of the present, will call us "blessed!"

E. W. NICHOLS,
Professor Mathematics, Virginia Military Institute.

Have a Library at Every School

The St. Stephen's School, in King and Queen county, taught by Miss Anna Gwathmey, had interesting exercises to celebrate Washington's birthday. The children acted their parts so well it was a pleasure to see and hear them.

But the special joy of the occasion was a charming talk by Rev. B. C. Henning, D. D., on the subject of the good that schools can do. He followed his speech with a collection to start a school library, and raised \$15.00 in that small audience in about ten minutes. Some of the patrons of the school are carpenters, and they promised to have a book-case ready by the time the books are gotten.

What that school did I believe any other school in the State can do. What an uplifting power it will be if we can teach the children all over the State, especially those who have no "hereditary culture," to know and love the best books! Mr. Carnegie is so fond of helping! I wonder if he would not enjoy giving some of his money to the schools of Virginia.

How would it be to have four of our best men—Governor Montague, President Alderman, President Boatwright and Prof. S. C. Mitchell—bring the needs of our schools to his notice?

I should like to see published on the Educational Page of the Times-Dispatch a list of the books which will be best adapted to these country school libraries.

One Way to Improve the Public School.

Pension the teachers who have spent the best part of their lives in the service of the State. Let them feel that they are given places younger and better equipped teachers, without placing themselves on the paupers' list.

The average salary of the teachers in the rural schools does not exceed \$25 a month, and the school term is not more than five months. This is not sufficient to pay board throughout the year, and still each year we are urged to take educational literature, attend schools of methods, etc., in order to fit ourselves for our work. Our lawmakers seem to have little difficulty in doubling their pay, but the mere mention of providing for the poor, without teachers makes them sick. In refusing to pension our teachers the State of Virginia reminds one of the man who turns his horse out to pasture because he has grown too old and stiff to serve his master longer.

A TEACHER.

Progress in Cumberland

For the session of 1905-1 we ran 49 schools an average length of 5.33 months; 63.72 per cent. of white school population was enrolled, and 48.11 per cent. of colored school population.

For the session of 1904-5 we ran only 41 schools an average length six months, yet 64 per cent. of white school population was enrolled, and 46 per cent. of colored school population.

Practically the same per cent. of school population is carried in Cumberland as in the State, and the average length of term was formerly enrolled in 49 schools. The average length of term was increased 14 school days, or seven-tenths of a month; and while first-grade teachers received \$6 per month more than formerly, in 1905, 41 teachers won \$327.61 per session of 6 months more than 49 teachers cost per session of 5.33 months.

The effect of this increased salary is shown in the fact that all white teachers in Cumberland, except two, are teaching this year on first grade certificates. What was accomplished until the present session was due to close attention to finances, and not an increase of local funds. This year the schools will receive ten cents on the \$100 from county funds, instead of five cents, as heretofore, the district levy remaining at ten cents. We hope our supervisors will raise both to fifteen cents in the near future.

Our progress will be slow, since it must be expected mainly through local taxation, and Cumberland has about three-fourths negroes. Warrenton and Charles City are the blackest in the State, but Cumberland has an undisputed right to third place.

C. W. DICKINSON, J. A.

Social Standards.

The Newport and similar sets in other cities of the United States are advertised so much that the public forgets about other more sedate and respectable life-styles and better educated and better entitled to the status of gentility than the set which passes for the "exclusive" in Newport. The public for so many years, will render more unfashionable and drive "society" to simplicity and decency. One does not miss a lively bunch of the good fellows, however, for it is still difficult to convert a sow's ear into a silk purse. —Francisco Bulletin.